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Assessing Teachers' Social Emotional Competence: A Systematic Review

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Abstract
A review of the literature on the assessment of teachers' social-emotional competence (SEC) was conducted to ascertain its role in enhancing education quality and student outcomes. A total of 2,905 records were screened according to the PRISMA guidelines, and 15 studies that utilized instruments such as SECTRS, EduSEL-R, TSELCS-22, ESELC, and SASEIC Questionnaire within the Prosocial Classroom Model framework were included in the review. The results indicate that these tools effectively assess SEC dimensions, particularly in fostering positive teacher-student relationships, classroom management, and SEL program implementation. However, significant challenges remain, including cultural bias, reliance on self-reports, and limited validation across diverse contexts. Practical implications suggest that these assessments can guide professional development, enhance teacher well-being, and improve classroom environments, ultimately supporting students' academic and emotional growth. Future research should focus on developing culturally responsive, validated instruments that reduce administrative burden while capturing the multifaceted nature of SEC in real-world educational settings.

Keywords: *Social-Emotional Competence, Systematic Review, Measurement, Prosocial Classroom Model*

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Introduction

Educators play a central role in education that extends beyond the delivery of academic knowledge. Teachers also facilitate the development of students' social-emotional competencies by creating supportive learning environments that help students manage emotions, build positive relationships, and resolve conflicts effectively. Teachers who demonstrate SEC are able to foster student motivation, enhance social skills, and integrate technology to support collaborative learning (Banas et al., 2021; Ergas & Hadar, 2019; Jennings et al., 2017; Lozano-Peña et al., 2021). Consequently, the role of the teacher is not solely academic but also social and emotional, thereby establishing the foundation for students' success in their educational journey and future endeavors. This critical role emphasizes the necessity for a comprehensive framework to comprehend and evaluate teachers' social-emotional competencies, such as the Prosocial Classroom model developed by Jennings & Greenberg (2009).

The Prosocial Classroom model (Jennings & Greenberg, 2009) provides a valuable framework by emphasizing teachers' social-emotional competence and well-being as key components that influence learner outcomes. This model is grounded in five dimensions

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adapted from CASEL's definition of social-emotional competence: self-awareness, social awareness, responsible decision-making, self-management, and relationship management. These dimensions underscore the pivotal role that teachers' capacity to manage their own emotions and relationships plays in fostering more supportive and effective classroom interactions. Consequently, when teachers are socially and emotionally competent, they are better equipped to understand students' emotions, motivations, and needs, resulting in more responsive and empathetic teaching practices (Jennings & Greenberg, 2009; Jones et al., 2019). Consequently, an examination of teacher SEC through the lens of the Prosocial Classroom model offers a structured approach to exploring how these competencies impact classroom management and student outcomes.

Furthermore, teachers who possess high levels of social-emotional competence frequently report higher levels of well-being, which in turn enhances their self-efficacy in the management of classrooms and the provision of emotional support to students (Jennings et al., 2021). Research has demonstrated that teachers who are emotionally competent exhibit heightened confidence in their teaching abilities, thereby establishing a positive feedback loop where teacher well-being reinforces self-efficacy and vice versa (Ciucci et al., 2024; Valente & Lourenço, 2020; Ye et al., 2024). In this context, teacher SEC not only benefits students but also functions as a protective factor for teachers against stress, underscoring its significance in teacher professional development and educational quality. Nevertheless, in order to reap the benefits of SEC, it is imperative that reliable and valid assessment tools are employed for the purpose of measurement. This necessity underscores the challenges inherent in the operationalization and consistent measurement of SEC across a range of educational settings.

The measurement of teachers' social-emotional competence (SEC) poses significant challenges due to the absence of a universally accepted operational definition and evaluation methods. SEC encompasses emotional regulation, positive interaction with students, and the establishment of supportive classroom environments. However, the lack of standardization in measurement instruments frequently results in inconsistent findings (Aldrup et al., 2020; Jennings & Greenberg, 2009). Furthermore, the absence of robust instruments of validity and reliability in extant tools has been identified as a key limitation in the evaluation of SEC for professional development purposes (Miller et al., 2015). The challenges described above are further compounded by contextual differences across educational levels and cultural settings, indicating a gap in the availability of comprehensive and adaptable SEC measurement instruments (Brust Nemet & Velki, 2016; Ferreira et al., 2022; Humphries et al., 2018).

Whilst earlier studies, for example, Lozano-Peña et al. (2021), have examined various SEC measurement tools, these have typically concentrated on specific theoretical frameworks or comparatively limited time periods. For instance, Lozano-Peña et al. (2021) reviewed SEC instruments based on different theories but acknowledged limitations in database coverage and the restricted 10-year publication window. Similarly, Martinez-Yarza et al. (2023) provided a comprehensive review of SEC measurements for students, yet a parallel review for educators remains underexplored, thus highlighting the need for a systematic review that identifies and evaluates instruments specifically designed to measure teachers' social-emotional competence within the Prosocial Classroom model.

To date, there have been limited efforts to conduct a similar review in the context of educators' social-emotional competence. Thus, the present systematic review has two overarching aims: firstly, to identify and review instruments that have been used in research to measure teachers' social-emotional competence (SEC) in the context of the Prosocial Classroom model; and secondly, to evaluate whether the instruments found comprehensively cover the five main dimensions of the Prosocial Classroom model and assess their validity and reliability. The identification of trends in measurement will facilitate a more comprehensive understanding of the various factors and instruments that could be used to measure this concept. The following questions will be addressed in this review: (1)

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what measurement instruments have been used to assess teachers' social-emotional competence within the framework of the Prosocial Classroom model? (2) and how do these instruments align with the dimensions of the model?

Methodology

The present research is founded upon the guidelines, standards and stages employed by the extant protocols for developing PRISMA systematic literature reviews (Page et al., 2021). As demonstrated in **Figure 1**, the present review involves four principal steps, include (1) identification, (2) screening, (3) eligibility, and (4) inclusion. The PRISMA criteria have been widely adopted in other systematic reviews (e.g., (Lozano-Peña et al., 2021)), and these criteria may ensure the credibility and quality of the study. The detailed report of the review process allows readers to iterate and verify the conduct of the study.

Search Terms and Process

This study explores a range of empirical and peer-reviewed research articles found in electronic databases, including Sage Journals, ScienceDirect, Taylor & Francis, Wiley Journal, and MDPI. The selection of these five databases was made for several reasons. Primarily, they consist of reputable journal articles that have undergone a peer-review process, thus ensuring that the published articles are of a high academic standard. Secondly, the broad scope encompasses a wide range of disciplines and topics, facilitating researchers to identify relevant literature across multiple fields, including education, psychology, health, and social sciences. Additionally, the accessibility of articles in both open access format and through affiliated institutions simplifies the process of obtaining necessary research, thereby eliminating barriers to knowledge.

The five databases utilized in this study encompassed a comprehensive array of reputable, peer-reviewed research papers, thereby ensuring a literature review founded upon high-quality, academically recognized research. The search strategy encompassed articles containing a variety of key and related keywords within the title, abstract and/or research keywords (see **Table 1**). The search strategy was meticulously designed in consultation with an expert in database search techniques, and the search was subsequently subjected to rigorous peer review. Following the execution of the search in each database, duplicates were eliminated, i.e. studies contained in more than one database.

Table 1. *Literature Search Strategy*

Main research item	Related keywords	Combinations of search items
Teacher	Educator, instructor, lecturer, tutor	"teacher" OR "Educator" OR "instructor" OR "lecturer" OR "tutor" AND
Social-emotional competence	SEC, socio-emotional skills, socio-emotional capability, socio-emotional capacity, socio-emotional competency, socio-emotional expertise, socio-emotional qualification, socio-emotional skill, socio-emotional proficiency	"Social-emotional competence" OR "SEC" OR "socio-emotional skills" OR "socio-emotional capability" OR "socio-emotional capacity" OR "socio-emotional competency" OR "socio-emotional expertise" OR "socio-emotional qualification" OR "socio-emotional skill" OR "socio-emotional proficiency"

Inclusion and Exclusion Criteria

This study employed rigorous criteria to ensure the quality of the articles and to prevent bias in the selection process. The following criteria were utilized in this study: (1) articles reviewed excluded books, book chapters, and conference proceedings; (2) studies included all levels of education from early childhood to higher education; (3) studies

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explicitly referred to the Prosocial Classroom theoretical framework in developing their hypotheses/propositions; (4) studies were written in English.

Furthermore, the present study will exclusively consider studies with a sample of teachers who are either in-service or pre-service. The search period was determined to span from 2009 to 2024, a timeframe selected after careful consideration of the year in which the theoretical underpinnings of the Prosocial Classroom Model were established (Jennings & Greenberg, 2009). In addition, the search was narrowed to include only empirical studies and peer-reviewed studies that utilized measurement scales. Research articles that did not use a measurement scale were excluded.
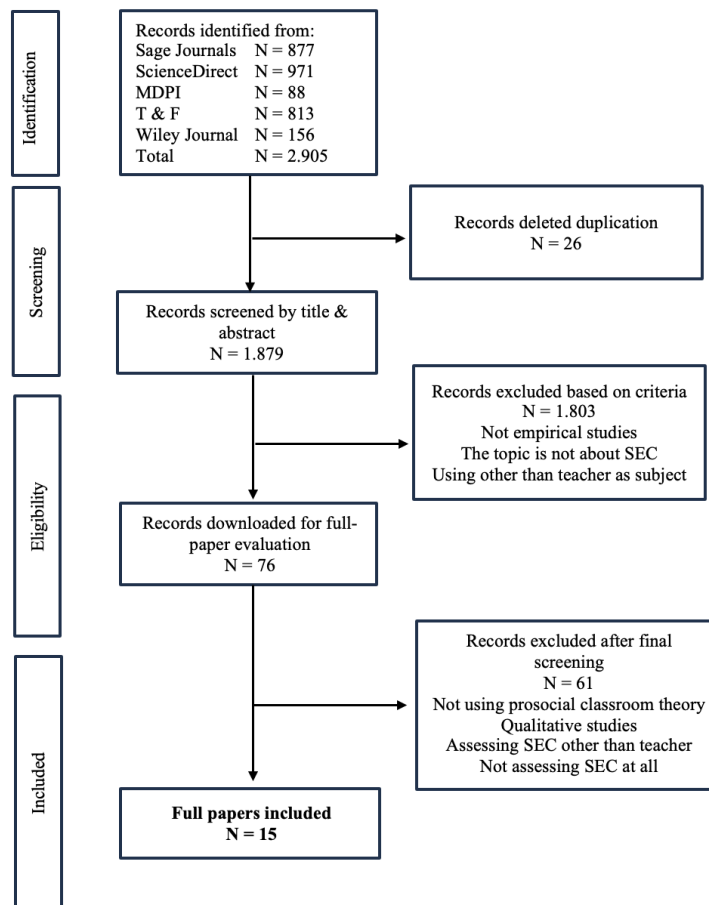
Fig 1. *PRISMA flow diagram of the research article search and selection process*

Analysis

The research process in this systematic review followed the PRISMA approach and was carried out in three stages of evaluation according to predetermined criteria.The identification stage was conducted by searching five databases: Sage Journals (N = 877), ScienceDirect (N = 971), MDPI (N = 88), Taylor & Francis (N = 813), and Wiley Journal (156 articles). This resulted in a total of 2.905 articles. Following the removal of 26 articles identified as duplicates, 1.879 articles proceeded to the next stage. The screening stage employed the Rayyan application to import the entire initial database and to apply the inclusion and exclusion criteria. This application was also used in the title and abstract screening process of the 1,879 articles. Articles that did not meet the criteria, such as not being empirical research, not focusing on measuring teachers' social-emotional competence (SEC), and using subjects other than teachers, were excluded, leaving 76 articles for the full-text evaluation stage. At the Eligibility Stage, the Rayyan app was also used to screen the full text of the remaining 76 articles. Following this, 61 articles were excluded on the grounds that they did not use the Prosocial Classroom theoretical framework, were qualitative studies, measured social-emotional

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competence other than in teachers, or did not measure SEC at all. The Inclusion Stage yielded 15 articles that met all inclusion and relevance criteria, which were then included as the final sample in this systematic review. This rigorous process ensured that the selected articles were of the highest quality and relevance to support a comprehensive analysis of instruments for measuring teachers' social-emotional competence in the context of the Prosocial Classroom model.

Result and Discussion

Result

Researchers have developed a variety of instruments to measure teachers' social emotional competence, with some researchers utilizing multiple instruments to assess different aspects of this construct.

Table 2. *Teacher Social-Emotional Instruments*

Instrument	# of Item	Dimension	Item Example
Educator SEL Competencies (ESELC) scale (Yang, 2021)	8	self-awareness social awareness self-management relationship skills	"I understand how my emotions and feelings are affected by the COVID-19 related school closure"
Social-Emotional Competence Teacher Rating Scale - SECTRS (Tom, K., 2012)	52	Emotional regulation social awareness teacher-student relationship interpersonal relationship	"I nearly always stay calm when a student upsets me"
EduSEL-R (Hemi & Kasperski, 2024)	20	self-management ethical problem-solving self and social awareness relationship skills	"I understand how things seem from the other's point of view"
Transformative Social and Emotional Learning Competencies Scale (TSELCS-22) (Yang C. et all, 2024)	22	self-awareness self-management social awareness relationship skills responsible decision-making	"I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively."
Self-assessing social & emotional instruction and competence (Yoder, 2014)	21	self-awareness self-management social awareness relationship skills responsible decision-making	"I continuously refine my personal goals about how I will best implement social teaching practices with my students"

Some of the studies compiled in this review include the results of the development of measuring instruments and indicators of teachers' social emotional competence, either as independent or dependent variables. The measurement tools found are then further identified in **table 2**. to find out the dimensions, number of items, and number of research articles that have been published using these measurement tools.

ESELC Scale

The Educator SEL Competencies (ESELC) Scale instrument (Yang, 2021) is a measurement tool designed to assess teachers' perceptions of their social-emotional competencies. The instrument is based on four of the five core competencies in CASEL's SEL model (self-awareness, social awareness, self-management, and relationship skills). It uses a 4-point Likert scale, where higher composite scores indicate higher levels of SEL competence. For instance, one item assesses how teachers' emotions are affected by situations related to the

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pandemic. Reliability and validity analyses support the internal consistency of the ESELC, with results showing an adequate one-factor model in confirmatory factor analysis (CFA), as well as a Cronbach's alpha coefficient of 0.77 for the total sample.Click or tap here to enter text.

EduSEL-R Questionnaire

The EduSEL-R (Educators' Social-Emotional Learning Questionnaire - Refined) instrument is a measurement tool designed to assess teachers' social-emotional competence (SEL) in a more comprehensive manner (Kasperski & Hemi, 2024).The development of the EduSEL-R was based on the CASEL framework, with the aim of covering four main competencies: self-management, ethical problem-solving, self and social awareness, and relationship skills. Each competency is represented by five items that demonstrated measurement precision through confirmatory factor analysis (CFA) and high reliability (α = .92) on a broad sample of teachers. EduSEL-R measures aspects such as self-management, empathy, emotional awareness, and relationship skills in an educational context, which distinguishes it from other SEL tools that focus on the general population.Click or tap here to enter text.

SECTR Scale

Click or tap here to enter text.Click or tap here to enter text.The Social and Emotional Competence of Teachers Rating Scale (SECTRS) instrument was developed by Tom (2012) to assess social-emotional competence in teachers. The instrument consists of 25 items measuring four main areas: teacher-student relationships (interactions between teachers and students), emotion regulation (teachers' ability to manage their emotions in challenging situations), social awareness (teachers' sensitivity to diversity and the impact of their practices on students), and interpersonal relationships (teachers' relationships with parents and school staff). The instrument has demonstrated good reliability with Cronbach's alpha coefficients for the four subscales ranging from 0.69 to 0.81 in the original study, and 0.73 to 0.80 in the study of (Ornaghi et al., 2023).

TSELCS-22 Scale

Click or tap here to enter text.The Transformative Social and Emotional Learning Competencies Scale-22 (TSELCS-22) instrument is a simplified version of the TSELCS-46, developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to measure social-emotional competencies in educators, specifically teachers from Asian American Pacific (AAPI) backgrounds. The TSELCS-22 instrument assesses five main domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The instrument utilizes a 4-point Likert scale, which requests respondents to rate the ease or difficulty of applying these social-emotional skills in a school setting. During the validation process, the TSELCS-22 demonstrated adequate model fit and internal consistency, with Cronbach reliability coefficients ranging from 0.705 to 0.825 for its subscales (Yang et al., 2024). The instrument was designed to provide an efficient assessment tool for AAPI teachers, with an emphasis on cultural relevance and practicality for application in educational contexts.

SASEIC Questionnaire

Click or tap here to enter text.Click or tap here to enter text. The Self-Assessing Social and Emotional Instruction and Competencies (SASEIC) instrument was developed by the American Institutes for Research as a tool for teachers to assess their own social and emotional competencies and instructional practices that support social-emotional learning (Yoder, 2014). The instrument covers five key teacher competencies: self-awareness, self-management/emotion regulation, social awareness, relationship/social skills, and responsible decision-making. The instrument was developed as a tool for educators to identify their strengths and areas for SEC development, with the objective of enhancing teaching practices that support students' SEL. The tool is designed to be integrated into professional development

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plans or teacher evaluations, although it has not yet been tested in a formal evaluation system. Anisa et al. (2019) conducted a study in which the instrument's results demonstrated that teachers exhibited high social-emotional competence, as perceived by students, exhibiting excellent internal consistency (α = 0.840) and adequate validity. This suggests that the instrument is reliable and can be employed in a teaching context.

Discussion

The results of the study demonstrate that, over the past decade, researchers have utilized a range of instruments to evaluate various aspects of teachers' social-emotional competence. The Prosocial Classroom Model highlights the significance of social-emotional competence (SEC) and teacher well-being in nurturing supportive teacher-student relationships, effective classroom management, and the implementation of effective SEL programs (Collie, 2017; Jennings et al., 2021; Jennings & Greenberg, 2009; Xu et al., 2024). The model further suggests that teachers' SEC contributes to a positive classroom climate, which in turn promotes students' social, emotional, and academic development.

The various tools for assessing educators' SEC present several weaknesses, particularly in terms of data collection methods. Kasperski & Hemi's EduSEL-R and Yoder's Self-Assessing Social & Emotional Instruction and Competence Instrument rely heavily on self-reported data, which introduces bias and affects the accuracy of results (Kasperski & Hemi, 2024; Yoder, 2014). The utilization of self-assessments in this context may result in the overestimation or underestimation of educators' actual competencies, given the inherent subjectivity of such assessments (Kasperski & Hemi, 2024; Yoder, 2014). The absence of external validation mechanisms further exacerbates this issue.

Cultural bias represents a significant concern regarding the validity of these tools. The EduSEL-R is the subject of questions regarding its cultural bias, which may fail to account for diverse educational contexts. The Educator SEL Competencies (ESELC) scale by Yang (2021) is criticized for its one-size-fits-all model, which fails to resonate with diverse environments. Furthermore, the SECTRS and TSELCS-22 have been criticized for their lack of cultural sensitivity and adaptability, which can result in biased results and misinterpretations of SEL competencies in multicultural settings (Díez González et al., 2024; Jukes et al., 2021; Philip & Tabor, 2023; Zulkifli et al., 2024)

Issues related to the validity and reliability of these SEC assessment tools have been identified. The SECTRS faces questions regarding its validity and reliability across various educational settings, while the ESELC struggles with the clarity and precision of its SEL competency definitions, complicating its alignment with existing frameworks such as CASEL. The TSELCS-22 also suffers from insufficiently established psychometric properties, limiting its credibility and generalizability. Furthermore, the instrument developed by Yoder has not been extensively validated across different educational settings, raising concerns about its effectiveness in measuring true competencies (Bailey et al., 2021; Grazzani et al., 2024; Tran et al., 2024; Zych et al., 2018).

Practical challenges have also been identified as factors hindering the widespread adoption of these tools. The SECTRS has been associated with administrative burdens that may act as deterrents to its utilization in environments with limited resources. Furthermore, the complexity of the TSELCS-22 has been shown to present difficulties for educators in terms of interpretation and application, particularly in high-pressure settings. Furthermore, the dynamic nature of SEL, influenced by external factors such as the classroom environment and peer interactions, is often not fully encapsulated by these tools, highlighting the need for more adaptable and comprehensive assessment instruments (Bolarinwa, 2015; Hachem et al., 2022; Oh & Song, 2021; Warren et al., 2020).

The results of the study demonstrate that, over the past decade, researchers have utilised a range of instruments to evaluate various aspects of teachers' social-emotional competence. The Prosocial Classroom Model underscores the significance of SEC and teacher well-being in nurturing supportive teacher-student relationships, effective classroom management, and the

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implementation of effective SEL programs (Collie, 2017; Jennings & Greenberg, 2009; Rodriguez et al., 2020; Xu et al., 2024). The model further suggests that teachers' SEC contributes to a positive classroom climate, which in turn promotes students' social, emotional, and academic development.

The SECTRS instrument, developed by (Tom, 2012), has been designed to evaluate the quality of teacher-student relationships. It constitutes a significant component within the Prosocial Classroom Model, which in turn impacts classroom climate and student learning outcomes (Grazzani et al., 2024; Jennings & Greenberg, 2009). The Emotion Regulation and Social Awareness dimensions of SECTRS are aligned with the Prosocial Classroom Model's emphasis on teachers' ability to manage their emotions and social awareness, which is critical to creating a supportive learning environment (Grazzani et al., 2024). The interpersonal relationship aspect of the SECTRS also supports the PCM's focus on the importance of positive interactions between teachers and students (Jennings & Greenberg, 2009). The SECTRS itself may also contribute to the evaluation of teachers' implementation of the SEL program, a critical factor in the Prosocial Classroom Model. Effective implementation of SEL by teachers with high SEC is likely to result in enhanced outcomes for students. Numerous studies have demonstrated that teachers' SEC, as measured by the SECTRS, fosters positive teacher-student relationships, effective classroom management, and effective SEL implementation, which are integral components of the Prosocial Classroom Model (Collie, 2017; Grazzani et al., 2024; Jennings & Greenberg, 2009; Xu et al., 2024).

Furthermore, the Educator SEL Competencies (ESELC) instrument developed by Yang et al. (2024) appears to be highly pertinent to the Prosocial Classroom Model theory. In the Prosocial Classroom Model, it is posited that teachers' SEC is paramount to the maintenance of a classroom environment where students feel secure, engaged, and active. This assertion is further corroborated by the ESELC instrument's emphasis on evaluating and enhancing teacher SEC, with the objective of optimizing classroom dynamics and enhancing student learning outcomes (Collie, 2017; Jennings & Greenberg, 2009; Rodriguez et al., 2020; Xu et al., 2024). The notion that teacher SEC is directly related to well-being, effective classroom management, and successful SEL implementation is well-supported by previous research. These components are core to the Prosocial Classroom Model (Xu et al., 2024). The ESELC instrument was developed to measure these competencies, thus providing an effective instrument to improve these outcomes. Furthermore, the Prosocial Classroom Model emphasizes the pivotal role of teacher well-being and professional development in cultivating a conducive classroom environment (Rodriguez et al., 2020). The ESELC scale itself may assist in identifying areas where teachers require support and training, thereby contributing to their overall well-being and professional growth.

The EduSEL-R instrument similarly aims to measure educators' knowledge and competencies in social and emotional learning (Kasperski & Hemi, 2024). The questionnaire enables educators to reflect on their SEL competencies, which are critical to their professional growth and effectiveness in fostering students' overall development (Kaur & Sharma, 2024). The EduSEL-R and the Jennings model both emphasize the importance of teachers' social and emotional competencies. The EduSEL-R's emphasis on evaluating and enhancing these competencies is congruent with the fundamental elements of the Jennings model (Jennings et al., 2021; Kaur & Sharma, 2024). The enhancement of teachers' SEL competencies by EduSEL-R serves as an indirect conduit for fostering a positive classroom climate, a fundamental component of the Jennings model (Eisel et al., 2024; Jennings et al., 2021; Kaur & Sharma, 2024). Furthermore, enhanced teacher SEL, as measured and cultivated through EduSEL-R, is poised to exert a favorable influence on students' social, emotional and academic outcomes, in accordance with the Prosocial Classroom Model theory (Jennings & Greenberg, 2009).

Conversely, the TSELCS-22 instrument, developed by (Yang et al. *2024), may be interpreted as relevant to Jennings' Prosocial Classroom Model Theory based on several key aspects. Firstly, the TSELCS-22 is designed to measure competencies within the transformative SEL framework, which includes critical consciousness, empathy, and agency (Yang et al., 2024). These competencies are critical to fostering a classroom environment where students feel supported and

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empowered, aligning with the goals of the Prosocial Classroom Model (Eisel et al., 2024; Jennings et al., 2021). Secondly, the Prosocial Classroom Model and TSELCS-22 highlight the importance of teachers' social-emotional skills (Jennings & Greenberg, 2009; Yang et al., 2024). The Prosocial Classroom Model emphasizes the impact of these skills on classroom management and teachers' relationships with students, while TSELCS-22 quantifies competencies that may augment teachers' capacity to cultivate an inclusive and supportive classroom environment. TSELCS-22 explicitly measures competencies related to social justice, which may support the creation of a prosocial classroom environment that has been recommended by the Prosocial Classroom Model (Cheon et al., 2023; Gest et al., 2014; Yan et al., 2011).

Finally, the Self-Assessing Social & Emotional Instruction and Competence instrument developed by Yoder (2014) also aligns with the theory developed by Jennings & Greenberg2009) in several ways. Firstly, the instrument emphasizes the importance of emotional intelligence (EI) and competence in educational settings. Yoder's emphasis on self-assessment of social and emotional competencies is consistent with Jennings' focus on teachers' SEC as the foundation for effective teaching and classroom management (Ogunyemi et al., 2014; Smith, 2009; Van Der Merwe, 2012; Wilson & Carryer, 2008). Secondly, Yoder, (2014) encourages teachers to engage in self-reflection when evaluating and improving their social and emotional skills. This approach aligns with the Prosocial Classroom Model, which emphasizes the importance of teachers being self-aware and reflective practitioners to foster a positive classroom environment (Roig Jornet & Kalenderian, 2018; Walsh & Money, 2018). Furthermore, the literature acknowledges the role of teachers' social and emotional competencies on student behavior and learning outcomes (Björklund et al., 2014; Van Der Merwe, 2012; Widmer et al., 2023). The instrument developed by Yoder (2014) aims to enhance teachers' capacity to provide support to students' SEL, which is a fundamental component of the Prosocial Classroom Model.

Conclusion

A review of various SEL assessment tools reveals critical insights into their strengths and limitations, particularly regarding cultural sensitivity, validity, and practical application. The reliance on self-reported data and the absence of robust validation across diverse educational settings pose challenges that could affect the accuracy and fairness of SEL competency assessments. Nonetheless, these tools play an essential role in fostering teachers' social-emotional competencies, which are fundamental to creating supportive classroom environments and enhancing student outcomes. The practical implications of this research are profound. Educators, school administrators, and policymakers can leverage these assessment tools to identify strengths and areas for improvement in teachers' SEL competencies. The implementation of targeted professional development programs based on these assessments can lead to more effective SEL practices, better classroom management, and improved student well-being and academic performance. Ensuring that teachers are equipped with strong SEL skills is not only beneficial for their own well-being but also essential for cultivating positive student-teacher relationships and fostering a conducive learning environment.

Future research should prioritize the development of more culturally responsive SEL tools and cross-cultural validation to enhance their applicability across different educational contexts. Integrating mixed-method approaches, such as combining self-assessments with external observations or student feedback, can provide a more holistic evaluation of SEL competencies. Reducing the administrative burden of these tools and expanding the dimensions they assess will make them more practical and comprehensive, ultimately supporting teachers in delivering high-quality SEL instruction and promoting student success.

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